



F&B INCLUSION NEWSLETTER

Issue 2 November 2021

Welcome

What a wonderful first half term it has been. F&B has the friendliest children I have ever had the pleasure of working with —thank you so much for all of the smiles and waves when you see me!

I have had the opportunity to work with professionals from various different agencies already, and their feedback is always focused on how calm, learning focused and happy our amazing school is.

The below quote from one of our children sums up for me exactly what this first half term has been about for staff and children as we all get to know the new routines for the year:

'But if I didn't know what to do I would just persevere. If you persevere it means you keep trying and never give up!' (A Year 2 child)

Mrs Jones, Inclusion Lead

Herts Local Offer

Every Local Authority must identify education, health and social care services in their local area provided for children, young people and families who have SEN or disabilities. These services are placed into a directory, known as a 'Local Offer'.

The Hertfordshire Local Offer can be found here: <https://hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

In addition to information on SEND, the Herts Local Offer also provides training and courses for parents on a wide range of topics.

Contact Details

Don't forget the school contact details relating to SEND have now changed.

To contact the Inclusion Leader please use the following email:

inco@fandb.herts.sch.uk

Did you know?

All documents relating to Inclusion and SEND at Fawbert and Baranrd can be found on our school website, at the

following link: <https://www.fandb.herts.sch.uk/send>



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F&B Community

As a school we are looking to further highlight the home languages of our school community and celebrate these both internally with the children, but also on a wider basis with all our families.

Below is the **Linguistic Footprint of our F&B Community.**



According to scientific studies, young children who speak (or hear) more than one language access benefits such as better focus, and a stronger ability to plan, prioritise and make decisions. This encompasses not only children who are multilingual, but also includes children who learn languages in other ways—whether this be in school, through language clubs, or learning together as a family on holiday!



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I have recently enrolled on a twilight Sign Language Course that I am attending one evening each week. Sign Language is a visual method of communication that uses hand shapes, facial expression, gestures and body language. There are around 145,000 people in the UK who use Sign Language as their preferred language.

Similarly to learning another language, there are huge benefits to learning sign language. Using signs together with talking helps children to concentrate and listen to what is being said, and gives them something to look at as well as hear—helping make connection between words and their meaning.

The link below is a great way to introduce children to sign language. Click on the 'Time to Sign' phrase to be taken straight to the website!

[Time to Sign](#)



BRITISH SIGN LANGUAGE - GREETINGS



HELLO



GOOD



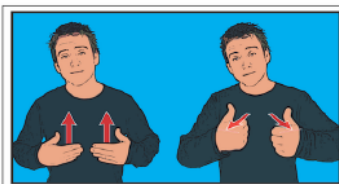
MORNING



AFTERNOON



NIGHT



HOW ARE YOU?



THANKS/PLEASE



SORRY



GOODBYE



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Mental Health

The last year and a half has placed great worry on all of us. Things are still a little different, we still have memories of what we have all been through, and we still all worry about the future —this is the same for the children.

Mental health describes the emotional wellbeing, and emotional resilience of how someone is feeling and able to cope with everyday life and stresses, whether that is in a positive or negative way. Just like physical illness, there may be times where someone experiences mental ill health.

1 in 10 children in the UK experience a mental health problem during their childhood.

There are several key components that contribute to positive mental wellbeing. All of these are things we focus on daily with the children, through discreet and direct conversations:

Resilience: We talk about persevering. We teach children that it is OK to make mistakes and that these help us to learn and move forward. **Self Worth and Personal Perspective:** We encourage children to talk about their strengths, and talk positively about those things they may be working on both academically and socially. We try to help them gain perspective on events—for example making one mistake or wrong choice does not have to define your whole day. **Coping Strategies:** We teach the children how to self regulate their behaviour. We talk about emotions and ensure everyone has the opportunity to share their thoughts and feelings if they would like to. **Supportive Relationships:** We are a team—a class team, a year group team, a school team, a community team. And we are all here for each other!



An interactive light bite masterclass which allows you to understand anxiety and think about how to support a child with anxiety

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This unique and inspiring parenting masterclass develops confidence in understanding anxiety and discusses how to explain the process to children.

EVENT DATE AND TIME
Tuesday 23rd November 2021
10am -12pm
£5.00 per household

BOOKING INFORMATION
To request a booking form please contact Jo at Aspects by emailing
admin@aspects.org.uk
Or call 01279 758134

PARENTING AN ANXIOUS CHILD

Zoom Workshop for Parents & Carers of children aged 5-11

Topics covered include:

- Understand what anxiety is
- Look at and understand the different types of anxiety and how to recognise it
- How anxiety and stress are linked
- What happens when anxiety overwhelms someone
- Share some solution focused tools to support young people handle their anxiety

ASPECTS

Aspects are running a 2 hour online course for parents of children aged 5—11 who may be displaying symptoms of anxiety.

Tuesday 23rd November, 0am—12pm.

The cost is £5 per household.

Useful Websites

Click the titles below to be taken directly to the resources.

[Action for Children](#)

[Place 2 Be](#)

[Young Minds](#)



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Spotlight on.... Sensory Processing Disorder

Sensory Processing Disorder (also known as Sensory Integration Disorder / Dysfunction) is the name for when someone's sensory signals are not interpreted in the typical way. Sensory Processing refers to the nervous system processing messages it has received from the senses, resulting in a motor or behavioural response. There are 3 main categories within sensory processing disorder: **Sensory Modulation Disorder** (difficulty regulating response to sensory stimuli), **Sensory Based Motor Disorder** (difficulty with balance and coordination and skilled motor tasks) and **Sensory Discrimination Disorder** (difficulty in understanding sensory stimuli, for example finding it challenging to understand what is seen, heard, tasted, felt, smelled etc. When talking about Sensory Processing Disorder the words Hypo and Hyper are important: Hyper = receiving too much information, Hypo = not receiving enough information.

How Sensory Processing may present:

SPD can occur in relation to each of the sensory systems: Vestibular (movement), Smell, Taste, Tactile, Visual, Auditory, Proprioception (Body Sense).

Hyper sensitive: Fear of heights, dislike of touch experiences (cutting hair, messy play), dislike of sudden loud sounds, avoidance of swings and slides, avoidance of certain foods and textures, colours, temperatures etc.

Hypo sensitive: Appears to have no fear or not feel pain, seeks movement or touch opportunities (rocks, fidgets etc), mouths or chews things, poor attention to the environment or people around.

Motor Planning: Appears clumsy, difficulty creating movement ideas and executing new movements.

Posture: Slouches, fidgets, poor fine motor coordination, poor balance.

Like many needs, Sensory Processing symptoms exist on a spectrum. Strategies to support Sensory Processing will depend on the specific needs of the child and which area of their Sensory Processing is causing them concern.



How Sensory Processing is diagnosed:

Lots of children may have sensitivity in certain areas but this does not necessarily affect their day to day activities, as they may have already developed their own coping strategies or just need a little help to adapt their environment or task to meet their individual needs. If the sensory processing difficulties are significantly impacting a child's day to day activities then a GP would request a specialist assessment, usually via an Occupational Therapist.



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Wellbeing Challenge

The wellbeing challenge for this issue is.....**Bingo!**

Step 1: Think about the last week—tick off all of the things on the below grid that you did.

Step 2: Think about the week ahead—how many of these things are you going to try and do?

Step 3: Can you try and tick off every single one during a 1 week period?

<p>Sung in the shower</p>	<p>Played with a furry friend</p>	<p>Had a good sleep</p>	<p>Spent some time with my family/friends</p>
<p>Listened to my favourite tune</p>	<p>Read a good book</p>	<p>Watched a great movie/TV show</p>	<p>Eaten something delicious</p>
<p>Done some exercise</p>	<p>Stayed hydrated</p>	<p>Drawn a picture</p>	<p>Laughed until my cheeks hurt</p>
<p>Spent some time in a park</p>	<p>Danced</p>	<p>Treated myself</p>	<p>Visited somewhere new</p>



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Qube Kindness Challenge

Can you complete the below act of kindness every day
for a month?

Come and let Mrs Jones know how you found it!

The challenges are on display in The Qube too.

